SYMBIOSIS

INTERNATIONAL SCHOOL

PUNE, INDIA

ACADEMIC HONESTY POLICY

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Rationale

At Symbiosis International School our mission is to facilitate students to be truly world class citizens and lifelong learners. We aim to provide our students with education of the highest academic order and an opportunity to be creative young stalwarts. In our endeavour to create principled global citizens we place utmost importance on ethical behaviour and practices. The priority is to encourage transparency in attaining knowledge, gaining understanding and stimulating thinking.

In doing so, we strive to create a learning environment that is safe. That in which the student is encouraged to explore knowledge, it's construction and building and simultaneously developing a clear understanding of, and differences between academic honesty, intellectual property, plagiarism and authentic authorship.

The purpose of this document is to help decipher the way in which academic honesty is woven into the very fabric of the school.

IB definitions of malpractice

The IB defines malpractice as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component. Malpractice includes:

- *Plagiarism*: is defined as the representation of the ideas or work of another person as the student's own.
- *Collusion:* is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- *Duplication of work:* is defined as the presentation of the same work for different assessment components and/or requirements.
- *Fabrication:* is defined as the deliberate misinterpretation of data or information with the aim of misrepresenting facts to accrue unwarranted benefits.

- *Unacknowledged Work:* It is essential to cite and acknowledge the sources in footnotes / bibliography / appendices, otherwise it is regarded as a dishonest act or intention.
- Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

Student Responsibilities

The student should be aware of the constituents of academic honesty. They are responsible for the integrity of submission, for ensuring that all submitted work is authentic, with the work and ideas of others fully and correctly acknowledged.

Students are expected to adhere to the following:

- Appropriate acknowledgement when a source is referred to.
- Footnotes and endnotes to be used to acknowledge ideas developed from another's work.
- When working in collaboration with other students, the final submission should be independent piece of work.
- Observe all rules and expectations in class tests, school and public examinations
- Inform the staff members if another student has committed an act of academic dishonesty.

Teacher Responsibilities

Teachers should support their students with full academic support and encourage them to work to their full potential by means of all reasonable, transparent and honest academic strategies. They should model academic honesty at all times. It is responsibility of the teacher to confirm that, to the best of his/her knowledge, all of the candidate's work, submitted for assessment is authentic.

The teachers should ensure that all students:

- Understand what is academic honesty and an authentic piece of work.
- Make students aware of the constituents of academic dishonesty in their respective classes and how it hinders the learning process.
- Create an awareness of the consequences of academic dishonesty.
- Clarify what constitutes malpractices particularly plagiarism and collusion.
- Teach students how to use the words and ideas of others appropriately to support their own oral and written communication
- Encourage students to be vigilant about preventing and identifying malpractice at all grade levels and in all subjects.
- Structure assignments and tests so as to minimize the opportunity for dishonesty and malpractice. This includes requiring students to submit work to the plagiarism prevention website Turnitin.com

School Responsibilities

The concept and practices of Academic Honesty should be conveyed to the members of the educational fraternity on a regular basis through various modes of communication. Beginning at the time of registration, this is further visited at the orientation program for students, parents and the staff at the onset of every academic year.
The school approach is as stated below:

- The School website is the initial platform for conveying the message of a strong commitment to academic honesty through the publishing of the SIS Academic Honesty Policy.
- Communication between the teachers, support staff and the students on the importance of Academic Honesty is to be done regularly, during various activities – academic, co-curricular and extra- curricular activities.

- Any dishonest incident is reported and investigated into and an appropriate course of action to rectify the act is in place so that the student's attitude is corrected.
- It is reiterated time and again in clear terms that use of any form and method of academic Dishonesty like sharing of answers or writing homework assignments for others is a serious malpractice and offence which will lead to *'no promotion certification (Grade I to Grade VIII) and no IGCSE and IB Diploma / Certificate being awarded'.*
- The Senior Management, the respective Program Coordinators, Resource Centre In charges, Librarians and Subject Teachers apprise the students about carrying out independent research, various research methodologies, teamwork and collaboration and the importance of originality in writing and submission.
- The School has also subscribed to the screening software 'turnitin' to check plagiarism and to put in practice corrective measures. Every IBDP Teacher has access to the turnitin and generates timely reports to ascertain the percentage of plagiarism if any and also the content which is acknowledged through footnotes, citations and bibliography.

The initiatives in place are as follows:

- Regular counseling sessions for the students from PYP to IBDP by the School Director, DP Coordinator, MSP Coordinator and PYP Coordinator.
- Workshops for Teachers and the resource people – Library and Lab Assistants on the issues of referencing, citing, acknowledging the resources as also ensuring a similar practice in the Teachers' presentations.
- Parents are educated through emails to guide and supervise their children as far as homework assignments and projects are involved.
- Students are appreciated for academic honesty practices irrespective of the standard of work produced.

Parent Responsibilities

Parents and guardians are expected to support their child / ward and the school in developing and maintaining the highest standards in academic honesty:

They have to be engaged in:

- Supporting the school in reinforcing the principles of academic honesty.
- Taking appropriate action if their child / ward is discovered to be engaged in academic dishonesty.
- Supporting the student in developing good and appropriate study and research habits.
- Discouraging the student from indulging in academically dishonest action or behavior.
- Soliciting teachers' help only as stated in the guidelines (School, CIE and IBO).

Plagiarism Prevention

Extracted from: Robert Harris "Anti plagiarism strategies for research papers"

Plagiarism implies the direct copying of academic material and information from a multitude of available resources like published papers, encyclopaedias, textbooks, reference books, magazines, journals, internet sites and search engines and subsequently, 'passing off' the copied work as one's own.

Strategies for plagiarism awareness:

- Educate of the school community in this regard. Interactive workshops on academic integrity and academic honesty are held across the length and breadth of the academic fraternity of the school.
- Discuss the benefits of citing sources. Most students don't intend to plagiarize. In fact, most realize that citing sources actually builds their credibility for an audience and even helps writers to better grasp information relevant to a topic

or course of study. Mistakes in citation and crediting can still happen, the causes for which need to be tackled.

- Make penalties clear.
  Oral and written reprimand is given in case of even a slight inclination towards 'aiming for dishonesty' for future assignments/ assessments. The corrective measures include oral / written warning for the first offence. The concerned subject facilitator will provide the student with necessary feedback. The incident will be noted and recorded (in the personal file)
- A repetitive behavior leads to suspension after the parent of the student is informed about the academically dishonest behavior of the student. The student is permitted to rejoin once she/he has given a written undertaking promising adherence to SIS Academic Honesty Policy, in future. The parents of the defaulting student are kept informed and a similar undertaking is taken from them.
- Remedial measures include counselling for correct and prescribed behavior and guidance for doing the work again with complete honesty and integrity.
  If any student persists with Academic Dishonesty, the School practices a zero tolerance policy in this regard and under no circumstance is his/ her work accepted or sent /uploaded.

Strategies for prevention:

The overall goal of these specific strategies is to make the assignment and requirements unique enough, that an off-the-shelf paper or a paper written for another class or a friend's paper will not fulfil the requirements. Only a newly written paper will.

- Make the assignment clear. Being specific about expectations is essential. Should the work be an individual effort or is collaboration permitted? Must the work be unique to the subject, or is it allowed to be submitted to another course as well? What is the kind of research required? How should it be evidenced in the paper, by quotation or just summary?

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- Provide a list of specific topics and require students to choose one of them. Change topics from semester to semester whenever possible. Unusual topics or topics with a narrow twist are good because there will be fewer resources available already written on them. One can also allow for a custom topic if the student comes to discuss it with the facilitator.

- Require process steps for the assignment. Setting a series of due dates throughout the term for the various steps of the assignment process: topic or problem, preliminary bibliography, prospectus, research material (annotated photocopies of articles, for example), outline, rough draft, final annotated bibliography, final draft. Some of these parts can be reverse engineered by the determined cheater, but most students do realize that doing the assignment honestly is easier than the alternative.

- The rough draft serves several functions. A quick glance will reveal whether whole sections are appearing without citations. At the draft stage, one has the opportunity to educate the student further and discuss how proper citation works. One can also mark places and ask for more research material to be incorporated. If one is suspicious of the paper at this point, one could ask for the incorporation of some specific material. Maintaining the drafts and letting students know that one expects major revisions and improvements between drafts is an effective strategy.

- Require oral reports of student assignments. Ask students questions about their research and writing process. If students know at the beginning of the term that they will be giving a presentation on their assignments to the rest of the class, they will recognize the need to be very familiar with both the process and the content of the paper. Such knowledge should serve as a strong deterrent against simply copying a paper. Alternative to an in-class presentation is a one-on-one office meeting, where one can quiz the student about several aspects of the assignment as needed.

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- Have students include an annotated bibliography. The annotation should include a brief summary of the source, where it was located (including call number for books or complete Web URL), and an evaluation about the usefulness of the source. (Optionally, as a lesson in information quality, ask them to comment on why they thought the source credible.) The normal process of research makes completing this task easy, but it creates headaches for students who have copied a paper from someone else since few papers include annotated bibliographies like this. Another benefit of this assignment is that students must reflect on the reliability and quality of their sources.

- Require most references to be up-to-date. Many of the free term papers online (and many of the ones for sale) are quite old, with correspondingly old references. If one requires all research material to be recent it will automatically eliminate thousands of online papers. Such a recent date restriction is not usually workable for some subjects, such as history or English literature, but one can always require a few sources of recent date.

Strategies for Detection of Malpractice:

- Look for the clues. As one reads the papers, look for internal evidence that may indicate plagiarism. Among the clues are the following:
  - Mixed citation styles. If some paragraphs are cited in MLA style, while other references are in APA, and perhaps one or two are in CBE or Chicago, then one should get suspicious.
  - Lack of references or quotations. Lengthy, well written sections without documentation may have been taken from general knowledge sources, such as encyclopedias, popular magazines, or Web sites.
  - Unusual formatting. Strange margins, skewed tables, lines broken in half, mixed subhead styles and other formatting anomalies may indicate a hasty copy and paste job.

- Off topic. If the paper does not develop one of the assigned topics or even the topic it announces, it may have been borrowed at the last minute or downloaded. Similarly, if parts of the assignment do develop the subject, but other parts seem oddly off, the product may be a cut and paste.
- Signs of datedness. If there are no references after some well past date (e.g. 1985), or if a data table offers a company's sales from 1989 to 1994, either the student is using very old material or the paper itself is rather old.
- Anachronisms. If the paper refers to long-past events as current ("Only after the Gulf War is over will we see lower oil prices" or "Why isn't the Carter administration acting on this?")
- Anomalies of diction. Many students do not understand the concept of levels of diction. They think all words are equally welcome in every paper. As a result, when those who plagiarize with the cut-and-paste method perform their deeds, they often mix paragraphs of varying levels together-- the sophisticated scholar's paragraph precedes the breezy journalist's commentary, which may be followed by the student's own highly colloquial addition. Similarly, one may come upon some suspiciously elevated vocabulary usages.
- Anomalies of style. Is the prose style remarkable? Are there two-page paragraphs that remind one of a nineteenth-century encyclopedia? Is there ornate rhetorical structure? Does the introduction get in its own way and stumble around, only to give way to glowing, flowing body? Is there a mixture of British and American punctuation or spelling, with consistent usage within large sections?
- Smoking guns. This category includes obvious indicators of copying. Reported in the past have been labels left at the end of papers, title pages stapled to Web printouts (complete with dates and URL in the corners), title pages claiming the paper is by one when subsequent pages say another and papers with whiteout over the previous author's name.

Age appropriate guidelines

- During the course of the IB PYP Program the teachers regularly educate the young children as well as their parents about the Academic Honesty Policy of the school and these result in the adoption of the tenets of the Policy into the educational values and ethos of the student as well as the parent. Further, during the PYP Exhibition the students and their parents are made to sign a document wherein the student pledges that every work put up her/him in the exhibition will be their own creation and due acknowledgements will be highlighted wherever inspiration / help is taken from.

- All Teachers as well as the resource persons develop a continuous interaction with their respective students regarding various stages of the progress of the assignments and record these interactions. This helps the student to be independent and yet appreciate the role of the Teacher, as a facilitator, in the process of learning and teaching.

- At all times it is ensured that tools of education and monitoring are in place so that the students are being trained to cite the resources they are referring to while they are preparing their assignments. At the PYP stage the habit of quoting and acknowledging the support they receive from their parents or libraries is in place. The same is reinforced at the middle and senior secondary school.

- The Diploma Program faculty in their endeavor to support the students in behaving and learning ethically, emphasize on the following practices: Language teachers monitor and encourage furnishing of references especially, during essay type questions. Further, the Teachers encourage the students to visit various reference sites like libraries, media events, information centers and internet, to use there sources judiciously and to develop a persistent habit of quoting and acknowledging the resources.

- Group 3 teachers ensure that the students acknowledge their visits to various organizations for data collection and furnish relevant records. They

have been and will continue to guide, monitor and motivate students to avoid fabrication of data.

- Similarly Group 4 teachers educate students about conducting experiments / record observations and strictly desist from any collusion in projects and assignments or fabrication of data.

Effective citing and referencing

Source: International Baccalaureate Organization's "Effective citing and referencing"

Why cite

Proper citation is a key element in academic scholarship and intellectual exchange. When we cite we:

- show respect for the work of others.
- help a reader to distinguish our work from the work of others who have contributed to our work.
- help a reader to distinguish our work from the work of others who have contributed to our work.
- give the reader the opportunity to check the validity of our use of other people's work.
- give the reader the opportunity to follow up our references, out of interest.
- show and receive proper credit for our research process.
- demonstrate that we are able to use reliable sources and critically assess them to support our work.
- establish the credibility and authority of our knowledge and ideas.
- share the blame (if we get it wrong).

What to cite

As creators/authors, we are expected to acknowledge any materials or ideas that are not ours and that have been used in any way, such as quotation, paraphrase or summary. The term "materials" means written, oral or electronic products, and may include the following.

- Text
- Visual
- Audio
- Graphic
- Artistic
- Lectures
- Interviews
- Conversations
- Letters
- Broadcasts
- Maps

Basic and common knowledge within a field or subject does not need to be acknowledged. However, if we are in doubt whether the source material is common knowledge or not, we should cite.

When to cite

When we acknowledge the use of materials or ideas that are not ours, the reader must be able to clearly distinguish between our own words, illustrations, findings and ideas and the words and work of other creators.

Style guides give us advice for documenting our sources in written work, but they are less helpful with other formats and mediums. Nevertheless, we can be honest and we can be helpful to our audience(s)—for assessment purposes, this is an expectation.

In written work, we should cite in the text where we have used an external source. The inclusion of a reference in a bibliography (works cited/list of references) at the end of the paper is not enough.

In other forms of work (music, video, artistic pieces), we are expected to acknowledge use of external sources appropriately.

In presentations we can provide our audience with a handout of our references, or list our sources on the final slide(s).

During an oral presentation, we can acknowledge the sources we are using by the use of phrases, for example, "As Gandhi put it …" or "According to …" We can show a direct quotation by saying "Quote …Unquote" or by signalling with "rabbit's ears" or "air quotes".

In a presentation supported by posters or slides, we can include short or full references on the slides; if short references are made on the slides, then we should again provide a full list of references on a handout or on the final slide(s).

We can include references or acknowledgments of other people's work in the final credits of a film. A piece of music can be accompanied by program notes indicating influences and direct sources.

Art on display can be labelled or captioned.

How to cite

When we cite, we should make clear what it is that we are citing. It must be clear to the reader just what it is that we owe to someone else, and whether we have quoted exactly or have used our own words and understanding of the original material.

• The reader must be able to distinguish clearly between our words/work and the words/work of others.

— Quotations—the exact words as used by others—are indicated either by quotation marks or by displaying (indenting) the quotation.

— Paraphrase and summary of others' work should similarly be distinguishable from our own words and ideas.

• Use of a style guide ensures that our citations and references are recorded consistently.

• Choice of introductory or parenthetical citation is often a matter of readability, emphasis and authority.

As noted in the definitions below, the citation in the text links to a full reference that will enable the reader to trace the exact material used.

The three main types of in-text citation are as follows.

1. Author - In-text citation is done by an introductory and/or parenthetical citation providing:

— the last name of the author, and

— page number(s) from which the quotation or paraphrase is taken, if applicable.

2. Author–date

In-text citation is done by an introductory and/or parenthetical citation providing:

— the last name of the author, and

— the year of publication from which the quotation or paraphrase is taken, and the page number, if applicable.

3. Numbered footnote

In-text citation is done by:

— superscript note numbers that come after the referenced passage, and after the final

Punctuation mark, if used, and

— corresponding footnotes placed at the bottom of their page of reference containing all Reference details from which the quotation or paraphrase is taken; when using a source for a second or subsequent time, a shorter footnote reference is sufficient.

Definitions

The words listed here are often used, sometimes interchangeably, in textbooks and in style guides.

Documentation

Documentation is the stylized process of indicating sources in the text (citation) and giving full details (references) to enable another reader to locate the sources.

Style guide

A style guide is a published manual that gives guidance on citation and references to help ensure that our documentation is expressed consistently, and that we include all the elements needed for our sources to be identified.

Some style guides offer more than one set of choices or sub-styles; if we use a particular sub-style, we must be sure to use the same sub-style throughout our work.

As well as advice on citations and referencing, many published style guides give advice on spelling, abbreviations, punctuation, and so on. Many also give guidance on research and on the general writing process.

Style guides in common use in the academic world include the following.

• MLA (Modern Language Association)

• APA (American Psychological Association)

• Harvard

• Chicago Manual of Style

Note local variations between style guides; writers should be sure to follow a single style guide consistently.

When consulted sources are accessed online, the IB prefers the use of URLs (uniform resource locators) or DOIs (digital object identifiers), even if the published style guide makes them optional.

Owing to different editions of style guides, the variety of languages in which members of the IB community complete their work, and diverse subject areas, the IB does not endorse any particular style guide.

At Symbiosis International School, Pune we use Chicago Manual of Style for academic referencing

Citation

A citation is an indication (signal) in the text that this (material) is not ours; we have "borrowed" it (as a direct quote, paraphrase or summary) from someone or somewhere else. The citation in the text can be:

• in the form of an introductory phrase, or

• at the end of the statement, or

• indicated by a superscript or bracketed number that leads to a similarly numbered footnote or endnote.

Every citation should be given a full reference that enables the reader to locate the exact source used.

Bibliography

Most style guides require a list of references at the end of the work. This is usually a list, in alphabetical order:

of the authors (last name first), whose words and works have been cited in the work. The title of this section varies from one style guide to another.

Each entry in the list of references includes the full information (or as much of it as can be found), expressed in a consistent fashion, which will allow an interested reader to track down exactly where you found the material you have used and cited.

Paraphrase

In writing an essay, we often use our own words to put over someone else's thoughts and ideas. While there are some words that we cannot change (especially the names of people, places, chemicals, and so on), we should use our own words for as much as we can of the rest of the passage. We should also aim to change the structure of the passage, perhaps by reordering the thoughts and ideas.

When we paraphrase, we need to make it very clear where the original author's ideas start and where they finish. If we include our own examples, we should make it clear that these are our thoughts and not those of the original author.

Summary

A summary is a much-shortened summing up of someone else's work. We might summarize a chapter or academic paper, or perhaps even a book, in two or three sentences. Again, although we are using our own words, we must still cite the original source used.

Summaries are often used in a review of the literature—when we sum up what other writers have said or done in investigating a topic or theme.

Quotation

When we use someone else's exact words, we quote that original author, and we show this is a quotation by using quotation marks. Longer quotations may be indicated by the use of an indented paragraph (without quotation marks). As well as indicating the words quoted, we must also acknowledge the author by using an in-text citation, the citation in turn linking to a full reference.

Quotations should normally be used sparingly and carefully; essays on literary subjects or from historical documents might include more quotations than other essays.

Chicago Manual of Style

Source: The Chicago Manual of Style Online

<u>Footnotes – Bibliography Style</u>

The Chicago Manual of Style presents two basic documentation systems, the humanities style (notes and bibliography) and the author-date system. Choosing between the two often depends on subject matter and nature of sources cited, as each system is favoured by different groups of scholars. The humanities style is preferred by many in literature, history, and the arts. This style presents bibliographic information in notes and, often, a bibliography. It accommodates a variety of sources, including esoteric ones less appropriate to the author-date system.

The more concise author-date system has long been used by those in the physical, natural, and social sciences. In this system, sources are briefly cited in the text, usually in parentheses, by author's last name and date of publication. The short citations are amplified in a list of references, where full bibliographic information is provided. Some examples of materials cited in notes – bibliography style are given below. Each example is given first in humanities style

(A footnote - N, followed by a Bibliographic entry - B)

for numerous specific examples, see chapters 16 and 17 of <u>The Chicago Manual of Style</u>, 15th edition. Online sources that are analogous to print sources (such as articles published in online journals, magazines, or newspapers) should be cited similarly to their print counterparts but with the addition of a URL. Some publishers or disciplines may also require an access date. For online or other electronic sources that do not have a direct print counterpart (such as an institutional Web site or a Weblog), give as much information as you can in addition to the URL. The following examples include some of the most common types of electronic sources.

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KEYBOARDING

- Page Size – A4

- Font Size – 12 – Main Body

- Font Size – 10 – Foot notes

- **Font style – Arial [Each & every word in the work]**

- Vertical Spacing –

  - Text [Body] Double Space

  - Footnote   : Single Space

- Horizontal Spacing: Single Character   [Strictly no double Spacing]

- Indent – 1 inch from all sides

- Alignment – Only Left [Strictly no right or Justified Alignment]

- Hyphenation – Only Hard Hyphens

NUMBERING

- The page number is placed at the bottom center of the first page of text

- On subsequent pages, the number appears in the upper right-hand corner

- Every page is assigned a number. Page numbers do not appear on the title page, Table of contents or other display pages (i.e. tables or charts). However, the table of contents pages are assigned lowercase roman numerals. [Eg - iv, ix]

FOOTNOTES [Notes-Bibliography]

- Quotations, paraphrases, and summaries are cited by using either footnotes or endnotes. In the text, the note numbers are superscript, follow the passage being referenced, and come immediately after the final punctuation mark.

- Corresponding footnotes are placed at the bottom of their page of reference. The text and footnotes are separated by a short line, and the reference begins with a full-size number with single vertical spacing.

- Footnotes continue their numbering throughout the paper rather than by page.

- The abbreviation "ibid." indicates that the note refers to the same information as the previous reference followed by page number [eg ibid,25]

For Books

One Author

N: Wendy Doniger, *Splitting the Difference* (Chicago: University of Chicago Press, 1999), 65.

B: Doniger, Wendy. *Splitting the Difference*. Chicago: University of Chicago Press, 1999.

Two authors

N: Guy Cowlishaw and Robin Dunbar, *Primate Conservation Biology* (Chicago: University of Chicago Press, 2000), 104–7.

B: Cowlishaw, Guy, and Robin Dunbar. *Primate Conservation Biology*. Chicago: University of Chicago Press, 2000.

Four or more authors

N: Edward O. Laumann et al., *The Social Organization of Sexuality: Sexual Practices in the United States* (Chicago: University of Chicago Press, 1994), 262.

B: Laumann, Edward O., John H. Gagnon, Robert T. Michael, and Stuart Michaels. *The Social Organization of Sexuality: Sexual Practices in the United States.* Chicago: University of Chicago Press, 1994.

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Editor, translator, or compiler instead of author

N: Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.

B: Lattimore, Richmond, trans. *The Iliad of Homer.* Chicago: University of Chicago Press, 1951.

Editor, translator, or compiler in *addition* to author

N: Yves Bonnefoy, *New and Selected Poems,* ed. John Naughton and Anthony Rudolf (Chicago: University of Chicago Press, 1995), 22.

B: Bonnefoy, Yves. *New and Selected Poems.* Edited by John Naughton and Anthony Rudolf. Chicago: University of Chicago Press, 1995.

Chapter or other part of a book

N: Andrew Wiese, "'The House I Live In': Race, Class, and African American Suburban Dreams in the Postwar United States," in *The New Suburban History,* ed. Kevin M. Kruse and Thomas J. Sugrue (Chicago: University of Chicago Press, 2006), 101–2.

B: Wiese, Andrew. "'The House I Live In': Race, Class, and African American Suburban Dreams in the Postwar United States." In *The New Suburban History,* edited by Kevin M. Kruse and Thomas J. Sugrue, 99–119. Chicago: University of Chicago Press, 2006.

Chapter of an edited volume originally published elsewhere (as in primary sources)

N: Quintus Tullius Cicero. "Handbook on Canvassing for the Consulship," in *Rome: Late Republic and Principate,* ed. Walter Emil Kaegi Jr. and Peter White, vol. 2 of *University of Chicago Readings in Western Civilization,* ed. John Boyer and Julius Kirshner (Chicago: University of Chicago Press, 1986), 35.

B: Cicero, Quintus Tullius. "Handbook on Canvassing for the Consulship." In *Rome: Late Republic and Principate,* edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago Readings in Western Civilization,* edited by John Boyer and Julius Kirshner, 33–46. Chicago: University of Chicago Press, 1986. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero,* vol. 1 (London: George Bell & Sons, 1908).

Preface, foreword, introduction, or similar part of a book

N: James Rieger, introduction to *Frankenstein; or, The Modern Prometheus,* by Mary Wollstonecraft Shelley (Chicago: University of Chicago Press, 1982), xx–xxi.

B: Rieger, James. Introduction to *Frankenstein; or, The Modern Prometheus,* by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press, 1982.

Book published electronically

If a book is available in more than one format, you should cite the version you consulted, but you may also list the other formats, as in the second example below. If an access date is required by your publisher or discipline, include it parenthetically at the end of the citation, as in the first example below.

N: Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), http://press-pubs.uchicago.edu/founders/ (accessed June 27, 2006).

B: Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution.* Chicago: University of Chicago Press, 1987. http://press-pubs.uchicago.edu/founders/. Also available in print form and as a CD-ROM.

Journal article

Article in a print journal

N: John Maynard Smith, "The Origin of Altruism," *Nature* 393 (1998): 639.

B: Smith, John Maynard. "The Origin of Altruism." *Nature* 393 (1998): 639–40.

Article in an online journal

If an access date is required by your publisher or discipline, include it parenthetically at the end of the citation, as in the fourth example below.

N: Mark A. Hlatky et al., "Quality-of-Life and Depressive Symptoms in Postmenopausal Women after Receiving Hormone Therapy: Results from the Heart and Estrogen/Progestin Replacement Study (HERS) Trial," *Journal of the American Medical Association* 287, no. 5 (2002), http://jama.ama-assn.org/issues/v287n5/rfull/joc10108.html#aainfo.

B: Hlatky, Mark A., Derek Boothroyd, Eric Vittinghoff, Penny Sharp, and Mary A. Whooley. "Quality-of-Life and Depressive Symptoms in Postmenopausal Women after Receiving Hormone Therapy: Results from the Heart and Estrogen/Progestin Replacement Study (HERS) Trial." *Journal of the American Medical Association* 287, no. 5 (February 6, 2002), http://jama.ama-assn.org/issues/v287n5/rfull/joc10108.html#aainfo.

Popular magazine article

N: Steve Martin, "Sports-Interview Shocker," *New Yorker,* May 6, 2002, 84.

B: Martin, Steve. "Sports-Interview Shocker." *New Yorker,* May 6, 2002.

Newspaper article

N: William S. Niederkorn, "A Scholar Recants on His 'Shakespeare' Discovery," *New York Times,* June 20, 2002, Arts section, Midwest edition.

B: Niederkorn, William S. "A Scholar Recants on His 'Shakespeare' Discovery." *New York Times,* June 20, 2002, Arts section, Midwest edition.

Book review

N: James Gorman, "Endangered Species," review of *The Last American Man,* by Elizabeth Gilbert, *New York Times Book Review,* June 2, 2002, 16.

B: Gorman, James. "Endangered Species." Review of *The Last American Man,* by Elizabeth Gilbert. *New York Times Book Review,* June 2, 2002.

Thesis or dissertation

N: M. Amundin, "Click Repetition Rate Patterns in Communicative Sounds from the Harbour Porpoise, *Phocoenaphocoena*" (PhD diss., Stockholm University, 1991), 22–29, 35.

B: Amundin, M. "Click Repetition Rate Patterns in Communicative Sounds from the Harbour Porpoise, *Phocoenaphocoena.*" PhD diss., Stockholm University, 1991.

Paper presented at a meeting or conference

N: Brian Doyle, "Howling Like Dogs: Metaphorical Language in Psalm 59" (paper presented at the annual international meeting for the Society of Biblical Literature, Berlin, Germany, June 19–22, 2002).

B: Doyle, Brian. "Howling Like Dogs: Metaphorical Language in Psalm 59." Paper presented at the annual international meeting for the Society of Biblical Literature, Berlin, Germany, June 19–22, 2002.

Web site

Web sites may be cited in running text ("On its Web site, the Evanston Public Library Board of Trustees states . . .") instead of in an in-text citation, and they are commonly omitted from a bibliography or reference list as well. The following examples show the more formal versions of the citations. If an access date is required by your publisher or discipline, include it parenthetically at the end of the citation, as in the second example below.

N: Evanston Public Library Board of Trustees, "Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach," Evanston Public Library, http://www.epl.org/library/strategic-plan-00.html.

B: Evanston Public Library Board of Trustees. "Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach." Evanston Public Library. http://www.epl.org/library/strategic-plan-00.html (accessed June 1, 2005)

Weblog entry or comment

N: Peter Pearson, comment on "The New American Dilemma: Illegal Immigration," The Becker-Posner Blog, comment posted March 6, 2006, http://www.becker-posner-blog.com/archives/2006/03/the_new_america.html#c080052 (accessed March 28, 2006).

B: Becker-Posner Blog, The. http://www.becker-posner-blog.com/.

E-mail message

E-mail messages may be cited in running text ("In an e-mail message to the author on October 31, 2005, John Doe revealed . . .") instead of in a note or an in-text citation, and they are rarely listed in a bibliography or reference list. The following example shows the more formal version of a note.

N: John Doe, e-mail message to author, October 31, 2005.

Item in online database

Journal articles published in online databases should be cited as shown above, under "Article in an online journal." If an access date is required by your publisher or discipline, include it parenthetically at the end of the citation, as in the first example below.

N: Pliny the Elder, *The Natural History,* ed. John Bostock and H. T. Riley, in the Perseus Digital Library, http://www.perseus.tufts.edu/cgi-bin/ptext?lookup=Plin.+Nat.+1.dedication (accessed November 17, 2005).

B: Perseus Digital Library. http://www.perseus.tufts.edu/.

Academic Honesty Policy

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International Baccalaureate. Academic honesty in the IB educational context. Wales: International Baccalaureate Organization (UK) Ltd, 2014.

International Baccalaureate. Diploma Programme Academic Honesty. Wales: International Baccalaureate Organization (UK) Ltd, 2011.

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Harris, Robert. "Evaluating Internet Research Sources." VirtualSalt. http://www.virtualsalt.com/antiplag.htm

NES International – IB World School. "NES International School Mumbai Academic Honesty Policy." NES International School. http://www.nesinternational.org/site/assets/files/1671/academic_honesty_policy.pdf

Scottish High International School. "Scottish High International School Academic Honesty Policy." Scottish High International School.http://scottishigh.com/uploads/Academic%20Honesty%20Policy.pdf

The University of Chicago. "Chicago- Style Citation Quick Guide." The Chicago Manual of Style Online. http://www.chicagomanualofstyle.org/tools_citationguide.html

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